

St Ursula's E-ACT Academy

Year:

Long term planning

Year / Theme	8	7	6	5	6	7
Theme	Houses and Homes	Night time	Countries and cultures.	Carnival of animals	Oceans and seas.	Famous people.
Context	We will be exploring houses and homes in different climates as well as locally and historically. We will also be thinking about who lives in our house and designing and building our own houses using shoe boxes.	This unit will focus on creatures that come out at night, people who work at night, nighttime safety, bonfire night and the lead up to christmas.	France will be the focus country for this topic. We will compare and contrast, food, lifestyle and language. Parents and children will share and celebrate their cultural differences.	During this unit, we will look at animals in terms of habitats, food chains, camouflage, adaptations and we will also look at the history of Bristol Zoo.	This unit will look at Brunel and designing boats that float. We will also look at oceans and seas around the world and the animals that live in them. During this term we will also explore pirates and water art.	We aim to explore a range of famous people including; Florence Nightingale, Martin Luther King, Dali, Mozart, Mondrian, Beethoven.
Visits and visitors	Blaise Castle (animal habitats, castle etc)	Police visit - working at night.	Children/ Parents to share other cultures and traditions.	Zoo trip.	Trip to Clevedon- Collect pebbles for SATs 'magic pebble' story.	Invite the mayor/ famous author in to speak to the children.

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Key text(s)	The Papaya that spoke. Non- chronological reports about Blaise castle.	Cat, Bramble and Heron. Instuctions- How to look after a pet. Poetry - Christmas poetry (acrostics, shape poems etc.)	Chang and the magic paintbrush. Non- Chronolgical reports about a magical object/ artefact.	The fox and his bag. Recount - w1- Newspaper recount 'Local fox eaten by dogs!'	How the world was made Explanation - Why dinosaurs are extinct.	Hobyahs. Instuctions - How to catch a Hobyah. Poetry- Sensory poetry based on the Hobyah's.
Focus artefact or image/Artist	Klee	Fireworks.	Effle Tower.	Bristol Zoo	S.S Great Britain.	Dali
Stories and poems (Pie Corbett) Talk for writing	The papaya that spoke.	Cat, Bramble and Heron.	Chang and the magic paint brush.	The fox and his bag.	How the world was made.	Hobyahs.

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<p>Non-fiction genre + Writing outcome</p>	<p>Non- Chronological reports. w1-Reports about Blaise Castle w2-Reports about their fantasy house. w3-Reports about their own home.</p> <p>w1-Stories - Fairy stories and traditional tales. w2-Innovate fairy story.</p>	<p>Instructions w1- How to look after a pet. w2- How to look after a unicorn Poetry w1-Acrostic poetry w2-Shape poetry</p>	<p>Non- chronological reports. w1-Reports all about a magic paintbrush. w2- Reports about a magic hat/bag/ wand w3-Reports about a country.</p>	<p>Recounts- w1-Newspaper recount 'Local fox eaten by dogs!' w2- The day I took over the school/ A day in the life of a zoo keeper.</p>	<p>Explanation w1-Why dinosaurs are extinct. w2-Why dragons/ mermaids are extinct. w3-How fish survive under water.</p>	<p>Instructions w1- How to catch a Hobyah. w2-How to catch a dragon. w3-How to be prime minister/ mayor (link to visitor)</p> <p>Poetry w1-Poetry- Sensory poetry based on the Hobyah's.</p>
<p>Mathematics.</p>	<p>Block A Unit 1 Counting, partitioning and calculating x 3 weeks. Block B unit 1 Securing number facts and understanding shape x 3 Block C Unit 1 Handling data and measures. x 2</p>	<p>Block D unit 1 Calculating, measuring and understanding shape. x 3 weeks Block E unit 1 Securing number facts, calculating and identifying relationships. x 3 weeks. Block A unit 2 Counting, partitioning and calculating x 1 week.</p>	<p>Block A Unit 2 Counting, partitioning and calculating x 1 weeks. Block B unit 2 Securing number facts and understanding shape x 3 Block C Unit 2 Handling data and measures. x 2</p>	<p>Block D unit 2 Calculating, measuring and understanding shape. x 3 weeks Block E unit 2 Securing number facts, calculating and identifying relationships. x 3 weeks.</p>	<p>Block A unit 3 Counting, partitioning and calculating x 2 week. Block B unit 3 Securing number facts and understanding shape x 3 Block C Unit 3 Handling data and measures. x 1</p>	<p>Block C Unit 3 Handling data and measures. x 1 Block D unit 3 Calculating, measuring and understanding shape. x 3 weeks Block E unit Securing number facts, calculating and identifying relationships. x 3 weeks.</p>

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ICT	<p>Developing ideas. *Generate work using text, tables, images and sounds. *organise and amend their work. *Review their work to help them to develop their idea. *Discuss how they use ICT in school and outside school.</p>	<p>Organising and classifying information. *Gather information from a variety of sources. *organise information. *classify information.</p>	<p>Selecting, amending and adding to information for a purpose. *Entre, save and retrieve their work. *Generate and develop their work. * Share and exchange their iceas with others.</p>	<p>What happens if...? *Predict what will happen if they make changes in real or imaginary situatons. *describe the effects of their actions. *Ask, 'What happens if?' questions of themselves. *Talk about their use of ICT inside and outside shcool.</p>	<p>Presentations. *Present their findings once they have organised and classified information. *Share their ideas in different forms, including text, tables, images and sound. *Talk about thei experiences of ICT both inside and outside school. *Plan presentations.</p>	<p>Planning instuctions. *Plan and give instuctions to make things happen. *Sequence instuctons for a purpose. *Describe the effects. * Review their work and as a result develop their ideas. *Talk about what they might change in future work.</p>
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<p>Science</p>	<p>Materials. *Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for practical uses. *Find out how the shaping of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals, including humans. *Notice that animals, including humans, have offspring that grow into adults. *Find out about and describe the basic needs of animals including humans for survival (water, food and air.)</p>	<p>Friction *Compare how things move on different surfaces.</p>	<p>Living things and their habitats. *Explore and compare the differences between things that are living, dead and things that have never been alive. *Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. *Identify and name a variety of plants and animals in their habitats, including micro habitats. *Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of</p>	<p>Plants (seeds and growing) *Observe and describe how seeds and bulbs grow into mature plants. *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Healthy living. *Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.</p>
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History	<p>*Changes within living memory- where appropriate , these should be used to reveal aspects of change in national life. How homes have changed through time.</p>	<p>Events beyond living memory that are significant nationally or globally. Bonfire night.</p>	<p>Events beyond living memory that are significant nationally or globally. *Events of local importance. Remembrance day.- Bristol links.</p>	<p>*Significant historical events, people and places in their own locality. The history of Bristol Zoo.</p>	<p>*Significant historical events, people and places in their own locality. Brunel.</p>	<p>*The lives of significant individuals in the past, who have contributed to national and international achievements. Florence Nightingale.</p>
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<p>Geography</p>	<p>*Compare local area to a non european country. *uSe ariel images and other models to create simple plans and maps using symbols. Looking at houses in hot/cold locations. Mapping journey to school.</p>	<p>*Use simple fieldwork and observational skills to study the immediate environment. Investigating school grounds for evidence of nocturnal animals.</p>	<p>*Name and locate the worlds 7 continents and oceans. *Name, locate and identify characteristics of the four countries and capital (uk) Topic work on countries and cultures. Locate uk on map, comparing and contrasting uk with France.</p>	<p>*Use simple fieldwork and observational skills to study the immediate environment. Fieldwork skills at the zoo.</p>	<p>*Name and locate the worlds 7 continents and oceans. Locating oceans around the world.</p>	<p>*Use basic vocabulary to describe a less familiar area. Florence Nightingale in the Crimea.</p>
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<p>Art and Design</p>	<p>*Use a range of materials. *Use drawing, painting and sculpture. *Develop techniques of colour, pattern and texture, line, shape, form and space. *Learn about a range of artist, craftsman and designers. Designing wall paper/Klee/Cave painting/ Portraits/ House painting.</p>	<p>*Develop techniques of colour, pattern and texture, line, shape, form and space. *Use a range of materials. Firework pictures.</p>	<p>*Use drawing, painting and sculpture. Sculptures of the statue of liberty as given from France to America. / Effle tower.</p>	<p>*Use drawing, painting and sculpture. Observational drawings.</p>	<p>Develop techniques of colour, pattern and texture, line, shape, form and space. Exploring water art.</p>	<p>*Learn about a range of artist, craftsman and designers. Dali/ Monet/ Mondrian</p>
<p>Design and Technology</p>	<p>*Generate, model and communicate ideas. Shoe box house</p>	<p>*Design purposeful, functional and appealing products. *Use range of tools and materials to create practical tasks. *Evaluate existing products and own ideas. Design, make and sell products for school christmas fete. Christmas decorations.</p>	<p>*Generate , model and communicate ideas. Link with science-friction. Design and make a model car.</p>	<p>*Design purposeful, functional and appealing products. Design and build a bug house.</p>	<p>*Build and improve structure and mechanisms. Design a boat that floats.</p>	<p>*Understand where food comes from. Make a healthy fruit salad.</p>

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Music Music Express	*Make and combine sounds musically. *Play turned and untuned instruments musically. Explore instuctments to represent family members. Record and review.	*Sing songs Christmas production.	*Listen and understand live and record musc. Explore music around the world.	*Listen and understand live and recorded music. Carnival of animals.	*Make and combine sounds musically. *Play turned and untuned instruments musically. Creating sea songs/ Pirate songs.	*Listen and understand live and recorded music. Mozart/ Beethoven.
PE	Dance Gymnastics Invasion games Team building exercises	Dance Gymnastics Invasion games Team building exercises	Dance Gymnastics Invasion games Team building exercises	Dance Gymnastics Invasion games Team building exercises	Athletics Striking and fielding games	Athletics Striking and fielding games
MFL French	Presenting yourself in French Numbers Show and Tell for European day of languages	Colours Pets Christmas songs	Daily routine Food and eating La Chandeleur (crepes) 2nd February	Daily routine Bedtime Getting dressed	Days of the week Hungry caterpillar story	Seasons Revision of KS1 French

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<p>RE Bristol SACRE</p>	<p>UNIT 4b Where do we belong? Focus Areas: B & D Featured rel's: Judaism Supplementary questions: What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives?</p>		<p>UNIT 3b Why are some stories special? Focus Areas: C & F Featured rel's: Christianity & Judaism Supplementary questions: How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live?</p>	<p>UNIT 3b Why are some stories special? Focus Areas: C & F Featured rel's: Christianity & Judaism Supplementary questions: How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live?</p>	<p>UNIT 6b How should we live our lives? Focus Areas: A & F Featured rel's: Judaism Supplementary questions: What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories from religions and beliefs and the example set by some people show me what to do?</p>	
<p>Skills for Life and Learning (SEAL aspects only on here)</p>	<p>Classroom rules. Relationships. Family, friends and neighbours.</p>	<p>Keeping safe (at night time etc)</p>	<p>Understanding and respecting differences.</p>	<p>How to be a 'superstar' learner.</p>	<p>Talents and achievements (self and classmates.)</p>	<p>Transition and changes.</p>

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